

# INSPECTION REPORT

## **Slough LEA**

**14 October 2002**



ADULT LEARNING  
INSPECTORATE

## Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

## Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based training within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based training for all people over 16
- provision in further education colleges for people aged 19 and over
- **learnirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

## Overall judgement

In those cases where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, or
- leadership and management are judged to be less than satisfactory

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.



## SUMMARY

### The provider

Slough LEA's adult and community learning service is part of the school improvement and lifelong learning department, a division of the directorate of learning and culture of Slough Borough Council. It provides courses in Slough, many of them run in partnership with other agencies and organisations. Most adult and community learning in the borough is free at the point of delivery. It is funded by Berkshire Learning and Skills Council with additional support from other funding bodies. In November 2001, there were 1,575 learners enrolled on programmes in eight areas of learning.

### Overall judgement

The quality of the provision is adequate to meet the reasonable needs of learners. The quality of adult and community learning is satisfactory. Slough LEA's leadership and management is also satisfactory. Arrangements for equality of opportunity are good. The quality assurance of Slough LEA's adult and community learning provision is inadequate.

## GRADES

Leadership and management	3
Contributory grades:	
Equality of opportunity	2
Quality assurance	4

Areas of learning	Grade
Information & communications technology	3
Hospitality, sport, leisure & travel	3
Visual & performing arts & media	2
Foundation programmes	3

## KEY STRENGTHS

- most teaching closely matched to individual needs
- effective measures to widen participation
- productive partnership arrangements
- clear strategic objectives in the development of provision
- good support for priorities through effective financial management
- positive response to diversity at all levels

### **KEY WEAKNESSES**

- insufficient use of initial assessment
- inadequate recording of learners' progress on some programmes
- insufficiently established quality assurance procedures
- insufficient sharing of good practice
- low level of participation
- incomplete capacity building

### **OTHER IMPROVEMENTS NEEDED**

- insufficient crèche facilities

## THE INSPECTION

1. A team of nine inspectors spent a total of 45 days at Slough LEA in October 2002. They interviewed 485 learners, conducted 137 interviews with tutors, staff and managers and visited 11 learning locations. They observed and graded 36 learning sessions. Inspectors interviewed councillors, and managers from partner organisations and other external agencies. They examined a range of documents including learners' work, learners' records, Slough LEA's plans, policies and procedures, and promotional literature. Inspectors studied the borough's second self-assessment report, which was written in October 2002. Inspectors found similar grades to many of those awarded in the self-assessment report. They gave one area of learning a higher grade and one a lower grade. Inspectors consulted learners about the adult and community learning provision through two learners' focus groups.

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Information & communications technology	1	2	2	2	1	0	0	8
Hospitality, sport, leisure & travel	2	5	3	1	0	0	0	11
Visual & performing arts & media	0	0	10	0	0	0	0	10
Foundation programmes	1	2	1	0	3	0	0	7
<b>Total</b>	<b>4</b>	<b>9</b>	<b>16</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>36</b>
<b>per cent</b>	<b>80.56%</b>			<b>8.33%</b>	<b>11.11%</b>			

## THE PROVIDER AS A WHOLE

### Context

2. Slough LEA's adult and community learning service is part of the directorate of learning and culture in Slough Borough Council. In February 2002, the LEA appointed a lifelong learning manager to take overall responsibility for adult learning. Adult and community learning is provided partly by subcontractors and partly by Slough LEA itself.

3. Slough LEA uses a range of accommodation including schools, community centres and leisure centres. Many sites are in disadvantaged areas of Slough, and provide accessible learning environments for local people. The total number of learners enrolled in November 2001 was 1,575, equivalent to 1.5 per cent of the borough's adult population. This is below the national proportion of the population in adult education, below that for Berkshire, and below the best value target set by the local education authority. Participation in adult learning is lowest in the Britwell and Chalvey wards. Slough LEA has capital funding from Berkshire Learning and Skills Council (LSC) to tackle this. Men are under-represented, making up only 21 per cent of learners.

4. Slough LEA's adult and community learning service has an annual budget of approximately £250,000. Most of this comes from Berkshire LSC. Slough has experienced considerable social and economic change over recent decades, resulting in significant levels of deprivation in some parts of the borough. In 2000, Slough's population was around 110,000. Of these, 22.5 per cent were under the age of 15, 64.4 per cent were economically active and 13.1 per cent were retired. In May 2002, 2.3 per cent of Slough's population were registered as unemployed, compared with the national average of 3 per cent. In 2001, 52 per cent of school leavers in Slough gained five general certificates of secondary education (GCSEs) at grade C or above. The proportion nationally was 47.9 per cent, and in Berkshire it was 56 per cent. Over 25 per cent of Slough's adult population have some difficulties with literacy and/or numeracy. This is above the average percentage for the Southeast of England. In 2000, Slough was ranked 120th in the index of multiple deprivation.

5. The 1991 census revealed that minority ethnic groups comprised 27 per cent of Slough's population, compared with the national average of 6.2 per cent. The largest minority ethnic groups in the borough are Indian and Pakistani. Forty-two per cent of 16-25 year olds in Slough are from a minority ethnic background. In 2001-02, 39.7 per cent of adult and community learners were from minority ethnic backgrounds.



## **Adult and Community Learning**

6. Most learners make good progress. The available data show a steady improvement in learners' retention and achievement rates. Slough LEA's adult and community learning service is effective in widening participation and recruiting learners from disadvantaged communities. Many learners gain significant personal and social development in addition to what they learn on their programme. Progression routes for learners are well established and many learners move into further training or employment. In some areas of learning, there is weak initial assessment and ineffective planning and recording of individual learning.

7. The quality of teaching is good. Of the lessons inspectors observed, 11 per cent were excellent, 81 per cent were good or better and 89 per cent were satisfactory or better. Tutors and learners enjoy good working relationships, and learners support each other well. Teaching is usually well matched to individual learners' needs. Most tutors are appropriately qualified and experienced. Resources for some courses are inadequate or poor. School venues offer specialist resources, but the accommodation is not always suitable for adult learners. Much of it is only available in the evening. Some of the community-based accommodation is barely adequate. There is a satisfactory range of courses across the borough, which is enhanced through productive relationships with other providers and agencies.

**LEADERSHIP AND MANAGEMENT****Grade 3**

8. Slough LEA's adult and community learning service is part of the school improvement and lifelong learning department, which comes under the supervision of the directorate of learning and culture of Slough Borough Council. Slough has been a unitary authority since 1998. The director of learning and cultural services is supported by two assistant directors, one of whom has responsibility for school improvement and lifelong learning. There is a lifelong learning manager responsible for the management and development of adult and community learning in the borough. There are three areas of operation within the lifelong learning team. Early years development and childcare is managed by a co-ordinator with seventeen staff. Lifelong learning is developed by a lifelong learning officer and a lifelong learning partnership co-ordinator. The Thomas Gray Centre is part of Slough LEA's in-house provision. It has a manager and seven staff. Slough Borough Council has an equal opportunities plan for the period 1999-2004. A revised quality assurance policy has been developed for implementation in 2002-03. The process of self-assessment began in January 2002 and the first full self-assessment report was produced in October 2002.

9. The local education authority uses a range of methods to provide adult learning opportunities. Some adult learning is provided directly by Slough LEA, and some by subcontractors, with whom there are service level agreements. There are also community projects and initiatives. Slough LEA has a cabinet structure. The annual adult learning plan is prepared by the lifelong learning manager and submitted to Slough Borough Council and the local LSC for approval. There are two council subcommittees related to adult and community learning, one focuses on children and young people and the other on community and culture. The council has a scrutiny subcommittee that receives reports on lifelong learning. The lifelong learning manager chairs the LEA's adult learning group, which works closely with the Slough lifelong learning partnership, the executive and four task groups. The task groups comprise workforce development and social inclusion, family and community learning, 14-19 forum and raising standards.

10. Slough Borough Council is responsible for corporate strategy. Adult and community learning strategy is developed by the lifelong learning manager in consultation with the Slough lifelong learning partnership. This is an independent body with members drawn from schools, colleges, the careers service, the LSC and other bodies. Its role is to co-ordinate learning and education in Slough. The lifelong learning manager is responsible for quality assurance, setting the fee structure for adult learning, and ensuring that the resources available support the strategic objectives and priorities of the service. She is also responsible for curriculum planning and development in consultation with the lifelong learning partnership, adult learners' groups and subcontractors.

11. Slough Borough Council's lifelong learning manager has overall responsibility for

developing policy for adult and community learning, and monitoring its implementation. The lifelong learning manager is responsible for the running of the service, reporting to the assistant director of school improvement and lifelong learning. The borough council also manages the payroll, health and safety, personnel, staff development and most property maintenance for the LEA's adult and community learning provision. For subcontracted services, these functions are the responsibility of the three subcontractors.

## **STRENGTHS**

- clear strategic objectives for the development of provision
- particularly good development of partnerships
- good support for priorities through effective financial management
- active response to diversity at all levels
- accessible learning that has an impact on many aspects of learners' lives
- effective measures to widen participation through the successful engagement of disadvantaged learners

## **WEAKNESSES**

- low level of participation
- incomplete capacity building
- insufficiently established marketing and promotion of learning
- insufficiently established quality assurance procedures
- insufficient sharing of good practice

## **OTHER IMPROVEMENTS NEEDED**

- more recognition and celebration of learners' achievements
- more publicity about additional support arrangements for learners
- more crèche facilities

12. Slough LEA has clear strategic aims and objectives for developing adult and community learning. For 2002-03, the key objectives are in the areas of widening participation, improving employability, creativity and ICT, leading strategically, partnership and collaborative working, and research and quality. The intention is to provide a flexible and responsive service for learners. The objectives were identified from a needs analysis produced by the LEA's adult learning group and the Slough lifelong learning partnership. The adult learning plan for 2002-03 provides details of the objectives and planning, with supporting information. It establishes a clear direction for adult and community learning in the current academic year. A copy of the plan is given to partner organisations, which each have a strong commitment to achieving the objectives. A useful summary of the development plan, with timescales, responsibilities and links to other organisations, is issued to all tutors and other staff. The adult learning

plan links with a range of internal and external strategic plans, and with the lifelong learning priorities of Slough's education development plan.

13. The adult and community learning service has developed particularly good partnerships. This is a significant strength. Partner organisations contribute to the planning and development of the curriculum. Subcontracted training organisations are referred to as partners, and consider themselves to be working in partnership with the adult and community learning service. The successful development of partnerships has helped to avoid duplication of provision, allowing resources and expertise to be used more effectively to benefit learners. There is a strong commitment to diversity at all levels and this is embodied in partnerships with local industry, community bodies and the voluntary sector. Employers are involved in the design of training programmes which support the development of skills needed in their sector or industry. Learners benefit from these programmes by improving their employability.

14. Good financial management enables Slough LEA to support and develop the areas identified in the adult learning plan, and provide the staff training and accreditation needed to implement them. Funding is limited, but it follows priorities, and this is evident in the arrangements for subcontracting. The number of subcontractors has been increased from one to three in 2002-03, to make the best use of each one's strengths. This approach has allowed a rapid and cost-effective expansion of adult and community learning provision. Additionally, the financial arrangements for subcontracted provision have been revised in 2002-03, to include specific, challenging targets for enrolments in each of the subcontracted subject areas. The expanded curriculum provides a wider choice of courses for learners than in previous years. For historical reasons, one subcontractor charges tuition fees for its courses. All other adult and community learning provided by Slough LEA is free at the point of delivery. The operational management of provision is satisfactory.

15. Tutors are managed and supported by the heads of centres. Most staff development is co-ordinated centrally and consists of a rolling programme of training provided at one-day or two-day sessions. The most recent staff development session for tutors focused on individual learning plans, which have only been introduced this year. Tutors employed in the subcontracted part of the service are also invited to attend the training sessions. Slough LEA is setting up a bank of tutors to run classes for adult and community learners, and offering them free, accredited teacher training. The management, support and development of staff is satisfactory, although there are some instances of ineffective communications.

16. There is a low level of participation in adult and community learning and this was identified in the self-assessment report. Slough LEA has set itself challenging targets for adult participation in learning between 2001 and 2005. In 2001-02, the target for enrolments on adult education courses, was 20 per thousand of the adult population, but only 16 were achieved. The target for 2002-03 is 30 per thousand, and it increases again to 40 per thousand in 2004-05.

17. Slough LEA's adult and community learning service is in the early stages of a period of planned expansion. While there have been some improvements to the infrastructure to support the planned growth, the capacity is still limited. The existing management information system cannot deal effectively with the planned increase in numbers. When classes are oversubscribed, it is not clear to students and tutors how waiting lists are dealt with. The LEA does not yet have the capacity to run the planned learning programmes, or provide the necessary access and accommodation, particularly during the day. There are a number of initiatives that either use, or plan to use, school premises for adult and community learning. Managers have set the co-ordination of key objectives across the adult and community education service as a high priority for improving the provision. An ICT co-ordinator has recently been recruited. The other two new posts, for co-ordinators of basic skills and family learning, have yet to be filled.

18. Slough's marketing and promotion of adult and community learning is in its infancy. In September 2002, the first full brochure was published. It places little emphasis on identifying and promoting ways for learners to make progress. It does not provide sufficient information for potential learners, for example, on whether a course is accredited or leads to certification. It contains no information on learners' rights and responsibilities. The brochure is only available in English and no information is provided on how to obtain a translated version.

19. On some courses, learners are given a certificate that recognises their achievement. Some centres also celebrate learners' achievement through a formal presentation of their certificates. However, this does not happen on all programmes.

20. Additional support is available to learners, but this is not widely advertised and many learners are not aware of it.

**Equality of opportunity****Contributory grade 2**

21. Equality of opportunity is one of Slough Borough Council's seven key corporate priorities. Slough LEA actively supports and encourages initiatives that promote wider participation and cultural diversity, and improve the skills of disadvantaged groups. Job specifications for Slough LEA's training staff place value on the ability to speak a community language. Staff who can speak additional languages are often recruited and developed from within the community, and used effectively to support learners and widen participation. Slough LEA provides a range of comfortable and welcoming learning environments. This is often aided by local voluntary helpers, who bring with them invaluable communication skills, including an understanding of the learners' cultural and religious background. Youth projects link all the relevant agencies to give an integrated approach to learning and development. Slough LEA has partnerships with national education organisations and charities, and with a local group that promotes educational, cultural and health initiatives. Programmes are created to respond to the needs of the community. Local people are involved in planning the provision through steering groups and learners' forums. They are also consulted about programme development.

22. Slough LEA provides accessible learning that has an impact on many aspects of learners' lives. There is a diverse range of learners of different ages, cultural and social backgrounds. Many of the learners interviewed had experienced radical improvements in their physical and mental well-being as a result of their learning. This applied to all groups, and not just those on exercise programmes. Learners said that the social interaction, mental stimulation and boost to confidence they gained were all important. Some learners had joined programmes on the advice of doctors and health professionals. Learning new skills enriched their lives and prepared some to take up unexpected challenges. There are examples of learners who have progressed to become tutors. Others have moved on from community learning into vocational or academic education, and then into employment. For example, an Asian pensioner who had arthritis and asthma found that her health improved after attending yoga classes. She is now well enough for her to teach Hindi to a group of 80 children. Learners use their learning to benefit the wider community. Mothers in Britwell, one of Slough's most deprived areas, attended classes where they made story sacks. These are bags containing toys and other objects to use as aids when telling stories to children. Their learning helped them to interact with their children and encouraged both parents and children to read.

23. Slough LEA has successfully widened participation in adult and community learning by involving local communities in the development of programmes. This has encouraged participation by learners who might not normally take part in formal education. For example, many Asian women had been advised by their doctors to take up swimming, but female lifeguards were not always available, and the premises used were sometimes unsuitable for Muslim women. Slough LEA supported them by running women-only programmes, training women as lifeguards and finding more appropriate venues. Learning is provided in deprived areas, and communities are consulted about their

particular needs. A range of premises is used, and the LEA overcomes barriers to learning by providing advice, guidance and support on the same site as learning. Tutors are creative in their approach to learning, providing a relaxed atmosphere where learners can develop basic skills. Family learning programmes are designed to build on community skills. A translation and interpretation service has been developed among learners who speak community languages. It uses equipment donated by a local community group. This began with Pakistani women and now extends to other languages, greatly benefiting refugee groups. Parents attend basic skills courses so that they can help their children. There are specific initiatives to encourage men into learning. Once recruited, learners often progress to other learning programmes.

24. Although there are well-used crèches in some areas, some classes are given at centres that have no crèche. This is a barrier to the participation of young parents. The council is building new accommodation for family learning at several schools. This will include crèches with trained staff and is due to open in the spring. However, there will still be some centres without crèches.

**Quality assurance****Contributory grade 4**

25. Slough LEA has a new quality assurance policy which was produced in April 2002. The quality assurance arrangements are based on self-assessment. The procedures are clear and concise, and are contained in the tutors' handbook. The quality assurance procedures for subcontractors concentrate on the management of contracts, finance and associated quantitative data. As the procedures have only recently been introduced, staff are not yet familiar with them and some are not using them as they should. Managers have identified that the different quality assurance procedures, including those used by subcontractors, need to be linked more closely. The quality of learning varies between sites, centres and even within areas of learning. Slough LEA has no formal arrangements for the sharing of good practice. Where this takes place, it is on the initiative of individual staff members.

26. Lesson observations are carried out by the head of adult education or subcontractors. The grades given are validated by the lifelong learning manager in order to ensure consistency. The new policy includes a common reporting form and provides guidance on its use. Observations are carried out approximately once each year. This is not sufficient to ensure a consistent quality of learning at all centres. The arrangements have not been in use long enough to generate meaningful data.

27. Managers monitor performance using quantitative data. This is a new process and a limited range of data are available. Although retention and achievement rates are now being monitored, it is too early to identify any trends. However, the present retention rate is good at 90 per cent overall. Targets are not set for individual tutors. Although data are being collected and analysed for quality assurance purposes, there are insufficient data for meaningful analysis at present. Slough LEA compares its own performance with regional and national data. The main adult and community learning centre has recently conducted a survey of early leavers to ascertain why they had left early. The findings have not yet been used to plan improvements.

28. Slough LEA has only recently begun to use self-assessment. The first self-assessment report was produced in February 2002 and the second is now in draft form. The latter is the first report on all aspects of Slough LEA's adult and community learning provision. It was prepared to a very tight deadline in preparation for the inspection. The self-assessment process has helped Slough LEA and its partners to reflect critically on the provision. Managers found the process valuable, but have had little feedback on the quality of their reports. The current self-assessment report was helpful in describing the context in which Slough LEA works, but it was not sufficiently evaluative. Inspectors gave many similar grades to those in the report, but found that some of the strengths described were no more than normal practice. Some weaknesses identified during inspection did not appear in the report. There is no development plan to deal with the weaknesses identified in the self-assessment report.



## AREAS OF LEARNING

### Information & communications technology

### Grade 3

29. Most ICT training for adult and community learners takes place at Slough LEA's Thomas Gray Centre. Other ICT programmes are available for adults at Slough Young Peoples Centre and Slough and Eton School. There are eight UK online centres in Slough. These are government-approved facilities in community venues intended to widen access to information technology. More UK online centres are planned to open in Slough by December 2002.

30. In 2001-02, Slough LEA's ICT programmes included computer confidence for beginners, computers for the older learner, welcome to the Internet, and basic information technology (IT). Learners can also take a basic computer literacy qualification, or an examination-based qualification in information technology. The short courses are run in the daytime and the evening, and last for between five and 12 weeks. Most are not accredited. Courses are designed for learners to progress from beginners' classes to accredited qualifications. There were 147 enrolments on ICT courses in 2001-02.

31. In 2002-03, the ICT training provision has expanded and 175 learners have already enrolled for the autumn term. Some of this expansion has come from programmes designed for under-represented groups of learners. These include beginners ICT for parents, ICT training for families, and men's breakfast with ICT. Courses now operate at 10 community venues.

### STRENGTHS

- good, individualised teaching inspiring learners to succeed and progress
- some good IT resources
- some innovative programmes to widen participation and promote inclusion
- wide range of learners of different ages, genders and ethnic backgrounds

### WEAKNESSES

- under-use of individual learning plans
- little use of initial assessment
- insufficient formal recording and checking of learners' progress
- lack of use of analysis of learners' evaluations to promote improvements

### OTHER IMPROVEMENTS NEEDED

- more systematic analysis and monitoring of training needs for ICT staff

32. Eighty-one per cent of the teaching observed by inspectors was good or better. Learners are excited by the opportunity to master the basics of using a computer and the Internet, and are keen to learn more. Schemes of work and lessons plans are clear and well designed. The objectives of each lesson are made clear to the learners, and planning and organisation are good with appropriate tasks set to maintain the learners' interest. Written feedback on classwork gives learners useful guidance on how to improve. Many learners experience a variety of teaching techniques. Learners work hard and develop confidence in using computers. In most lessons, the learners are able to work at their own pace on exercises suitable to their individual needs. Learners are drawn from diverse backgrounds and cultures. Inspectors saw two classes in which the tutor spoke in the first language of some of the learners from minority ethnic groups. This effectively assisted their understanding. There is a good rapport generally between teachers and learners, and learners report a good level of satisfaction with their courses. In good lessons, the learners were encouraged to support each other and share experiences.

33. Many of the computers used are very up to date and of good quality, especially in the UK online centres. They are well used. The centres are located in comfortable, informal environments which the learners prefer to traditional learning venues. The computers in the virtual learning centre at the Thomas Gray Centre are very close together and learners have difficulty putting their paperwork on the work surface. In the young people's centre, the under 25's gain the background knowledge for accredited ICT qualifications using online training materials. These and other online materials are also available at the Thomas Gray centre, but they are underused.

34. Slough LEA provides a good range of innovative ICT programmes to widen participation and promote inclusion. These cover the principal aspects of information technology, including word processing, databases and spreadsheets, graphic and publication design, digital camera and scanner work. Programmes have been devised to encourage systematic progress, and many learners have moved on to accredited courses. Slough LEA has designed innovative courses to attract new learners from under-represented groups. These include specific courses for families, men, women and young unemployed people. They are run at times to suit the learners, including breakfast and twilight sessions, they use bilingual tutors, and they are held in a range of local venues. Learners on Slough's Britwell estate can drop in and use the computers at any of the centres there. There are good links with local communities and agencies supporting asylum seekers.

35. There is a wide range of learners of different ages and ethnic backgrounds. Eighty per cent of learners on the IT beginners courses are from minority ethnic groups. Young learners enrol on 'after hours' courses. The parents and carers of young children attend specialised programmes at schools, nurseries and parents' centres.

36. In 2001-02, the retention rate on ICT courses was 77 per cent. All the learners who completed non-accredited courses achieved the intended course outcome. They gained an understanding of computers and the Internet, and increased their confidence. Many moved on to further courses. For learners who completed the two accredited courses, the achievement rates were 58 per cent and 60 per cent respectively. Learners interviewed had made good progress, and knew that there were further courses they could pursue to increase their knowledge.

37. Individual learning plans are underused. They do not always define measurable goals for learners. Some are not completed or lack sufficient detail. Not all learners have clear enough aims to help them identify their progress.

38. There is little initial assessment of learners when they start their programmes. Tutors in two classes had devised simple tests to identify learners' IT experience. Their other support needs were not assessed.

39. There is insufficient formal recording and checking of learners' progress. Some achievement and progress is measured in terms of personal satisfaction. Some consists of completing a task or project. Many learners spend time developing a piece of work, which is then either assessed or observed. The work is not linked to any learning goals or formally recorded onto progress sheets. Some learners attending the classes are not sufficiently aware of how they could progress from their course.

40. Slough LEA collects learners' evaluations on most courses. However, the data are not analysed and used to make improvements to learning. Inspectors interviewed a number of learners. Those on basic IT courses thought the provision for beginners was excellent. It gave them a chance to gain IT skills and learn to use the Internet and e-mail. They felt they learned a lot in a short time, and were surprised by how much progress they had made. They liked the community and library venues, as they were comfortable, welcoming and close to home. They appreciated the tutors, who used many different teaching methods and were helpful and friendly. Learners liked the flexibility of e-learning programmes. However, they said they would like improvements in the booking systems and a clearer response to telephone queries about courses. They criticised the management, timing and distribution of publicity materials, and wished that reception staff were better informed about course details.

41. At induction, learners are given a copy of the learners' charter. It includes information about sources of advice and guidance, the complaints procedure, and the code of conduct. It is only available in English. For the many learners who do not speak or read English, there is limited language support, although one member of staff can speak Urdu and Punjabi.

42. Slough LEA does not monitor the training needs of ICT staff systematically. Staff have been trained in how to use individual learning plans and how to keep a register of learners' attendance. Some training needs are identified at staff appraisals, but there is no central management of ICT staff training and development.

### Good Practice

*'Men's Breakfast with IT' is intended to encourage men into learning and using IT. It takes place in a UK online centre in a community venue on a housing estate. The learners have breakfast before their session, and use state-of-the-art computers for their learning. In the observed session, the tutor gave very clear, simple explanations of the few keys needed to compile a spreadsheet. Within an hour these very new learners had, in pairs, developed a spreadsheet to cost a party. They were rewarded with a cup of tea, and were keen to drop in during the week to practise for their next session. Several were lone fathers who were able to leave their children in the crèche.*

**Hospitality, sport, leisure & travel****Grade 3**

43. Forty-nine per cent of all Slough LEA's learners are following programmes in this area of learning. There are partnerships and subcontracting arrangements for programmes with a local college and a local university. In 2001-02 all except three courses ran for less than three months. Although most programmes are short, courses are run throughout the year, including the summer vacation. The venues used include community centres, primary and secondary schools, and the further education college. There is strong emphasis on creating a welcoming, friendly environment to encourage new and non-traditional adult learners. Most of the programmes are sports orientated and are scheduled for morning, twilight and evening sessions. They include keep fit, yoga, dance, aquafit and swimming. Plans are in place to extend the provision. Course schedules and timings are being reviewed with the aim of increasing and widening participation. There are 236 learners. Programmes are staffed mainly by part-time tutors employed by the subcontractors and working on average between two and eight hours per week.

**STRENGTHS**

- very good and well-planned teaching
- individual attention given to learners' needs on most courses
- good range of additional benefits gained from learning
- active encouragement of learners to widen their interests and develop new skills
- good peer group support

**WEAKNESSES**

- lack of an established system to monitor learners' progress
- some lack of clarity in initial advice and guidance
- some poor facilities
- insufficient progression opportunities

**OTHER IMPROVEMENTS NEEDED**

- more informed action-planning to promote widening participation

44. Learning is well planned, and there is some innovative teaching. Most tutors use detailed session plans stating clear aims and outcomes. A range of teaching styles and methods is used including team teaching, bi-lingual teaching and demonstrations. These effectively provide differentiated learning for mixed-ability groups. Tutors give additional

one-to-one support to reinforce key learning points. They use handouts and other materials to help learners to practise and develop their skills and gain in confidence. In swimming lessons for beginners, the tutors use a variety of creative teaching methods to promote confidence and develop skills. The atmosphere in most of the observed sessions was conducive to learning. This was enhanced by the use of music in yoga and keep-fit classes.

45. Individual attention is given to learners' needs on most courses. Tutors are caring and supportive towards learners. They are aware of learners' individual capabilities and limitations, and are sensitive to their personal needs. Individual learning plans have been used on two of the courses. On other courses, tutors devised and used their own learning plans. Tutors were careful to ascertain learners' needs and identify particular physical and medical conditions. Some learners are undergoing cardiac rehabilitation, and some have been referred by their doctors following hip replacements or pregnancy, or because of obesity, arthritis, angina, frozen shoulder or lack of confidence.

46. Learners on some courses achieve good additional benefits from their learning. Swimming learners are offered the chance to gain external awards as recognition of their achievements. Learners also benefit from overcoming loneliness, developing self-confidence, meeting people and making new friends. They improve their social skills, and increase their physical range and flexibility as well as having fun and enjoyment.

47. Tutors effectively encourage learners to widen their interests and develop new skills. Learners are motivated and responsive. Punctuality is good, with classes starting on time and learners attending regularly. Learners in all classes participate fully and gain additional skills and knowledge. They demonstrate self-motivation through activities carried out at home following the classroom sessions. Learners practise exercises and activities at home to improve their general health and well-being, and to reinforce their learning. They are also encouraged to take part in other adult learning classes such as yoga to help maintain improvements to their health.

48. There is some good use of peer group support. In water-based activities, tutors ask experienced members of the group to offer encouragement to new learners, establishing trust and building their own self-confidence.

49. The system for monitoring learners' progress is not yet fully established. There is both formal and informal assessment of learning, and learners' progress is monitored by tutors. In some cases, progress is measured against targets set down in an individual learning plan. On some courses, tutors have devised their own methods for monitoring progress. On others, there are no formal mechanisms for monitoring progress, and learners are not always clear about the progress they have made.

50. The initial advice and guidance available to learners is not always clear, particularly about the content, level, duration and timing of courses. This affects the recruitment of learners and their understanding of possible progression routes. Learners are not always aware of which courses they could progress to, whether their present course will

continue, or whether they could stay on the same course for another term. On one course, a learner had paid tuition fees for the whole year, but the course was scheduled for only one term. Some learners turned up at the time advertised for a course only to be told that it had been changed to a different day and time. The change had not been communicated to any of the enrolled learners. Word of mouth recommendation is the main method of marketing, and is also used to pass on other information.

51. The facilities for some courses are poor, and not conducive to learning. One of the swimming pools used for water-based activities is in poor decorative order, with inadequate changing and showering facilities both in the men's and the women's changing rooms. The water temperatures are low and other facilities are sometimes cold. There is no access for learners with mobility difficulties. Some yoga lessons are held in a small school library, which would be cramped if all the learners on the register attended. One swimming lesson specifically for Muslim women is held in a multi-pool sports centre open to men and women. None of the venues offer crèches. Three of the venues have poor signage both inside and out which makes it difficult for learners to find the classes. All the signs are in English. One learner spent 10 minutes wandering round a school unsuccessfully trying to find the swimming pool. At two of the sites, the car park and entrance areas are poorly illuminated.

52. There are insufficient opportunities for learners to progress. Learners are not always offered enough challenges, and some repeat the courses, achieving little further development. Many of the learners in aqua fit and yoga classes have been attending the same classes for several years. Learners on the pilates and yoga courses expressed an interest in progressing to higher level programmes, but these are not available.

53. Tutors are occupationally competent. They undertake professional development to enhance their teaching skills, maintain their professional standards, and keep up their governing body accreditation. Good practice is seldom shared between experienced and less experienced tutors.

54. Slough LEA has a policy and structure for the development of adult and community learning. However, there is little evidence of action-planning to remedy the weaknesses in the provision or to promote wider participation. Although feedback is obtained from learners and tutors, there is insufficient evidence that this is used to plan curriculum development or the improvement of facilities.

55. Most learners express considerable satisfaction with their learning programmes. They are happy with the tutors and the courses. Some of the learners interviewed are new to classes, but others had attended for a number of years. Some learners are concerned about the possibility of classes closing because too few learners are recruited. Some learners feel that their opinions and suggestions are not taken on board. Most learners refer to the additional benefits of attending the courses, and see the classes as an opportunity to get out of the house and meet other people. Some learners had found out about the courses from friends and neighbours.

**Visual & performing arts & media****Grade 2**

56. Slough LEA has 437 learners on 21 visual and performing arts programmes. Inspectors observed 10 classes at five centres in and around Slough. Programmes include painting and drawing, clothes making, pottery, flower arranging, dance, drama, singing, music, harmonium, guitar, music technology, sound engineering, a DJ workshop, video production and calligraphy. The programmes run for 10 to 34 weeks. Bhangra and khathak dance classes use a roll-on-roll-off system. There are 35 classes during the week, six in the daytime, four in the early evening and 25 evening classes. Learners can progress to higher levels in 10 of the subject areas. There are 22 teaching staff, all part-time, teaching for between three and 10 hours each week.

**STRENGTHS**

- good teaching and learning
- effective use of community language speakers to support learners and widen participation
- well-motivated learners
- good individual and group progress
- effective response to community needs leading to wider participation in learning

**WEAKNESSES**

- poor facilities and accommodation

57. There is good teaching and learning on Slough LEA's arts and media courses. Tutors all have appropriate qualifications in their subject area. Several are practising experts in their field, bringing a considerable depth of up-to-date knowledge to their classes. All the tutors demonstrate enthusiasm for their subject which is transmitted to the learners. A wide range of teaching materials is provided for the learners' use. This includes books on artists and on khathak and bhangra dance, a range of beautifully illustrated samples of calligraphy and a small library of classical and modern music. Learners are encouraged to build up their own collections, and many of these were available during the inspection. Learners use them for reference and inspiration. In the sewing class, learners draft their own basic patterns. This is a complicated process which also extends their numeracy skills and vocabulary. Learners' progress is monitored weekly. Some tutors set homework, which is completed and then discussed by the class as a group. Feedback is given to the individual learners in the following session.

58. Effective use is made of community language speakers to support learners and



widen participation. Asian women are encouraged to participate in classes by providing a venue which is considered to be safe for them to visit. In the sewing class, it is essential for learners to have language support or they would not be able to follow the complex instructions and complete the course successfully. Many women have gone on to enrol on other classes as their confidence grows. However, some women were unable to participate fully because of the lack of crèche facilities.

59. Learners in all the classes are motivated well by their tutors. In the bhangra and khathak classes, women enjoy the dancing and also appreciate the social contact. They benefit from learning about the culture and music behind the dance. The social and therapeutic aspect of all the classes is very apparent. For many learners, this is their only contact with people outside their home. For others, it is important to be with people who share similar interest to themselves. The groups cover a wide age range, from the very young to the older learner, and a diverse range of social backgrounds. Learners work alongside each other helping and discussing one another's work in a productive and beneficial way. Retention rates in all the classes are high, with some learners continuing year after year, either achieving more in the same class or progressing to a more advanced group.

60. Learners make good progress, both individually and in their class groups. Tutors monitor learners' progress weekly, as a group and individually. In some classes, learners work as a group and are encouraged to interact from the start of the course, bringing along their own music which is choreographed or arranged for the group by the tutor. In these classes, music or the dance moves are explained in detail and then demonstrated. The class progresses collectively and individually. Learners in the practical classes are guided individually, and assessed on their progress for the session. An individual learning plan is completed and reviewed regularly. Progress in the practical sessions is apparent from the standard of each learners' work. In the calligraphy class, a range of external qualifications is available, up to a level equivalent to the general certificate of secondary education (GCSE). Two members of the group have recently achieved this level. Inspectors observed the 11 learners in the singing class at their first session. The inspirational young tutor had them singing in harmony at the end of the first hour.

61. The curriculum is intended to respond to community needs, with the aim of widening participation. Learners come from a wide range of ages, ethnicity and interests. Classes are held in local centres throughout the area to provide easy access for the maximum number of people. At the Thomas Gray Centre, there is effective use of bilingual staff to support learners. The sewing class was started in response to requests from Asian women who wanted to be able to make their traditional dress. For many older learners who feel isolated in the community, the painting class is a vital aspect of their lives. Meeting like-minded people, exchanging ideas, and participating in stimulating conversation helped to support them through the rest of the week. The Slough Young Peoples' Centre was set up for the under-25 age group, and is managed by a group of competent young staff. Many young people from disadvantaged backgrounds attend the classes held there.

62. The classrooms were in poor condition in all the centres visited. The painting studio was dirty, despite the best efforts of the tutor to clean it. At one observed session, the tables and chairs had been removed and needed replacing before the session could start. Members of the class had to move the furniture back into the room before the session could begin. This is inappropriate, particularly as some of the learners are over 80 years old. At one centre, the heating had broken down and a continuously banging door inside the building was a distraction to the learners. At another centre, a classroom is used both for sewing and floristry. The tables are not large enough for cutting out garments, slowing the progress of some of the learners. The classroom has no sink for the floristry class, which means water has to be brought in from another part of the building to keep the flowers alive. This is unacceptable from both a resource and a health and safety point of view.

63. All the 96 learners interviewed enjoyed their courses. The daytime provision is very useful for mothers with children at school and people who do not want to travel at night. However, several commented on the lack of crèche facilities. In many of the classes the social interaction is as important to the learners as the subject being taught. All the learners interviewed are aware of the additional benefits of learning. Learners felt that more of the popular classes should be on offer during the day for those who did not like attending evening classes. All the learners interviewed thought the resources in the teaching centres were adequate. However, some criticised the parking arrangements in the two main centres and others felt that the canteen facilities in one of the centres were inadequate for the longer classes.

#### Poor Practice

*Two tiles were hanging precariously from the ceiling in one classroom where learners were engaged in training activities. This presented a serious threat to individual learner's safety.*

**Foundation programmes****Grade 3**

64. The community development programmes provided by Slough LEA are examples of learner-focused community education. The courses range from five-week short courses, to 24-week accredited programmes. The programmes are run in partnership with other organisations, and use external funding. They are based in venues such as community centres, play centres, youth centres and primary schools. The community gardening programme is run in the Slough Borough Council nursery. All courses target local people from social groups under-represented in educational provision. Some programmes specifically target minority ethnic groups, such as the community gardening course for Asian women. Other courses are offered to meet the needs of people in a particular geographical area. They are intended to develop their skills and knowledge in ICT and health, and encourage them to take part in further study.

65. There are 91 learners enrolled on the programmes, and the attendance rate during the inspection was 61 per cent. Most learners attend for two hours every week to fit in with their other life commitments. Some learners may attend more than one programme in a week.

**STRENGTHS**

- imaginative programmes designed to meet learners' interests and needs
- good achievement and progression rates on short courses
- effective links with partners to widen participation

**WEAKNESSES**

- some unsatisfactory methods of teaching
- insufficient opportunities for developing language and communication skills
- inadequate facilities at some training venues

**OTHER IMPROVEMENTS NEEDED**

- more effective use of good learning materials
- better initial assessment practice
- wider range of advice and guidance services

66. The range of programmes on offer to learners is imaginative, and designed to meet their interests and needs. They are planned in response to community consultation and outreach work. Courses take place in community centres and schools which learners know well and in which they feel safe. Some courses are short, have a snappy title to

attract attention, and provide learners with the opportunity to develop new skills while taking part in enjoyable activities. For example, one five-week course involves planning a children's party and, in addition, learning how to use computers. Another programme gives learners a chance to develop the skills and confidence they need to take up further study. Parents of primary school children are offered courses to help them support their children, and develop the confidence they need to communicate with their children's school. A community gardening programme targeted at Asian women, teaches them how to grow plants and also gives them a social activity. A basic skills programme in a community centre is open to anyone who wants to improve their reading and writing skills in a relaxed and friendly environment. Another programme encourages learners to think about health, nutrition and first aid.

67. There are good achievement and progression rates on short courses. Most courses are planned to allow learners to achieve a personal learning goal within a limited period. Most learners are actively engaged in learning. Attendance is good, and learners inform tutors if they cannot attend. They make good progress. On some programmes, learners evaluate their progress in a learning log, which is completed at the end of every session. They can clearly identify the skills and confidence they have gained from attending the programme, and what further learning needs they have. In some cases, learners have practical evidence of this, such as a design for a birthday card or a budget for their child's party. On another course, learners have well-organised folders which contain detailed individual learning goals such as 'improving my handwriting', 'improving my spelling', or 'improving my factual writing', in addition to the group's learning goals. Learners on a gardening programme regularly check the progress of their cuttings. They can describe how to plant hanging baskets and are now able to discuss their gardens with confidence. They are keen to develop their interest, and would like to attend more advanced courses. They have also encouraged other members of their community to purchase plants from the community nursery they attend.

68. Slough LEA's links with its partners are effective and widen participation in learning. The partners providing the programmes work well together. Tutors employed by one partner often carry out training in another partner's building. The ICT facilities are often provided by yet another partner. Learners benefit from these partnerships as each organisation contributes according to its strength and resources. Partner organisations meet regularly, and staff take initiatives to extend the opportunities available to local people. For example, learners are taken to UK online centres as part of their short course and are then encouraged to continue to attend the centres once their course is finished. Tutors also make good use of volunteers to help learners in the classroom.

69. There is some unsatisfactory teaching. Some lesson plans have no objectives, and course aims are vague. Some teachers use a limited range of teaching techniques. They do not give learners enough opportunity to participate in practical activities which would enhance their learning. Teachers do not always check that learners are making progress, have understood the concepts discussed or have taken accurate notes. In some courses intended to improve the language and communication skills of learners,

learners are given little opportunity to develop their speaking skills. Activities mainly consist of filling in worksheets. On a programme specifically aimed at jobseekers, there is little evidence that learners improve their language and communication skills as a result of attending the training. Very few learners were on this programme at the time of the inspection.

70. There are insufficient opportunities for local people to develop the language and communication skills they need to gain work and fully contribute to local community life. There are courses available at the local further education college, but these are a year long, classes are full and there are waiting lists. These programmes do not meet the needs of local people who require short, individualised language and communication skills programmes to help them achieve a specific short term goal. For example, a number of local women are seeking advice from the guidance service to help them find work to supplement the family income. They would like to attend a short course to acquire sufficient English to make a job application, get through an interview and enter the unskilled sector of the labour market. Learners taking part in other adult and community learning classes do not have access to additional support in language or basic skills to ensure that they benefit fully from their programme. Slough LEA has recognised this need and is acting upon it.

71. Some of Slough LEA's learning facilities are inadequate and limit learning activities. Courses are often held in community centres. These provide local premises which are accessible to learners, where they feel secure and which have crèches. However, many centres do not have appropriate facilities for learning. Some rooms are cramped, while others are spacious but do not have enough tables for learners to work on, or enough resources. There are flipcharts, but no paper and whiteboards, but no pens. Tutors make the best they can of the limited resources they have at their disposal.

72. The learning materials available are good, but are not always used effectively by tutors. Teaching materials are relevant to the learners' interests. In a class for parents of primary school children, school handbooks and newsletters are used. A health class has good photographs and a model of the human body with removable organs, however tutors do not always make the best use of these materials. Learners are not encouraged to handle the materials. Tutors do not use textbooks to develop learners' reading and reference skills. Classes that have access to computers do not systematically use them to extend and develop language and communication skills.

73. There is some thorough initial assessment involving learners identifying their own learning needs, but this is not applied across the whole area of learning. Individual learning plans are not always completed, and course and lesson plans are not adjusted to meet the individual needs of learners.

74. There is a great demand for advice and guidance services. Two centres have achieved Guidance Council accreditation. There is one advice and guidance worker, offering comprehensive advice and guidance to local people and existing learners in a limited number of locations. In addition to advice on learning opportunities, the advice

## SLOUGH LEA

worker can give financial and benefits information. The service has recently moved, and is being developed. There are limited resources. Publicity leaflets are available only in English. In some course locations, the tutors are responsible for end-of-course guidance. Some tutors make good use of community resources and leaflets to advise learners and refer them to other centres, if appropriate. Other rely on their own knowledge, which may be limited.

75. Learners express high levels of satisfaction about the classes they attend. Not only do they learn new skills, but attending the classes also gets them out of the house. They make new friends and feel they are doing something for themselves. Many women feel isolated, and attending classes helps them to combat this. Learners miss their courses when they come to an end.

### Good Practice

*To find out what residents on a local estate wanted, one tutor spent some time doing outreach work. She went to local cafes, the post office, the health centre and playgroups to talk to young mothers and identify their interests. She took their details and designed a short course in which they would plan a children's birthday party while also learning how to use a computer. When the course was set up, she contacted them and eight women joined. They completed the course and are now keen to make use of the UK online centre.*

## Language of the Adult and Community Learning

Terminology varies across the range of education and training settings covered by the *Common Inspection Framework*. The table below indicates the terms appropriate to Adult and Community Learning

Single term used in the framework	Relating the term to Adult and Community Learning	
<b>Provider</b>	<b>Provider</b>	Any organisation providing opportunities for adults to meet personal or collective goals through the experience of learning. Providers include local authorities, specialist designated institutions, voluntary and community sector organisations, regeneration partnerships and further education colleges
<b>Learner</b>	<b>Learner</b>	Includes those learning by participating in community projects, as well as those on courses. Learning, however, will be planned, with intended outcomes.
<b>Teacher / trainer</b>	<b>Tutor</b>	Person teaching adult learners or guiding or facilitating their learning.
	<b>Mentor</b>	Person providing individual, additional support, guidance and advice to learners to help them achieve their learning goals.
<b>Learning goals</b>	<b>Main learning goals</b>	Intended gains in skills, knowledge or understanding. Gains may be reflected in the achievement of nationally recognised qualifications. Or they may be reflected in the ability of learners to apply learning in contexts outside the learning situation, e.g. in the family, community, or workplace. Learners' main goal/s should be recorded on an individual or, in some cases, group learning plan. Plans should be revised as progress is made and new goals emerge.
	<b>Secondary learning goals</b>	These may include planned-for gains in self-confidence, and inter-personal skills. These should also be included in learning plans where appropriate.
<b>Personal and learning skills</b>	<b>Personal and learning skills</b>	These include being able to study independently, willingness to collaborate with others, and readiness to take up another opportunity for education or training.



## Other terms used in Adult and Community Learning

	Relating the term to Adult and Community Learning
<b>Unanticipated, or unintended learning outcome</b>	Adults often experience unanticipated gains as a result of being involved in learning. These include improved self-esteem, greater self-confidence and a growing sense of belonging to a community. Gains of this kind should be acknowledged and recorded in any record of achievement.
<b>Subject-based programme</b>	A programme organised around a body of knowledge, e.g. the structure and usage of the French language or ceramic glazing techniques. Students could be expected to progress from one aspect of the subject to another, to grasp increasingly complex concepts or analyses or to develop greater levels of skill or to apply skills to a new area of work.
<b>Issue-based programme</b>	A programme that is based on the concerns, interests and aspirations of particular groups, for example members of a Sikh Gurdwara wanting to address inter-faith relations in their town, or parents worried about the incidence of drug abuse in their locality. Issue-based learning tends to be associated with geographically defined communities, but the increasing use of electronic means of communication means that this need no longer be the case. Progress is defined in terms of the group's increasing ability to analyse its situation, to access new information and skills which will help it resolve its difficulties and generate solutions and its growing confidence in dealing with others to implement those solutions.
<b>Outreach provision</b>	Provision established in a community setting in addition to provision made at an organisation's main site(s). Outreach programmes may be similar to courses at the main site(s) or be designed to meet the specific requirements of that community.
<b>Neighbourhood-based work</b>	The provider's staff have a long-term presence in a local community with a specific remit to understand the concerns of the local residents and develop learning activities to meet local needs and interests.
<b>Community regeneration</b>	The process of improving the quality of life in communities by investing in their infrastructure and facilities, creating opportunities for training and employment and tackling poor health and educational under-achievement. Community regeneration requires the active participation of local residents in decision-making. Changes and improvements are often achieved either directly or indirectly as a result of the adult learning activities which arise from this.



	Relating the term to Adult and Community Learning
<b>Community capacity building</b>	The process of enabling local people to develop the knowledge, skills and confidence to take advantage of opportunities for employment, training and further education and to become selfmanaging, sustainable communities.
<b>Active citizenship</b>	The process whereby people recognise the power they have to improve the quality of life for others and make a conscious effort to do so: the process whereby people recognise the power of organisations and institutions to act in the interests of the common good and exercise their influence to ensure that they do so. Adult learning contributes to active citizenship.